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ABSTRACT

Designed to assist administrators in identifying relevant issues, this report is one of three documents recommended for use in the development of a local level linkage system for the referral of severely handicapped students from education to rehabilitation. It presents materials from four regional meetings at which parents, administrators, supervisors, teachers, work-study coordinators, and counselors working with low incidence and severely handicapped students participated. (The needs assessment process at each meeting included identification of goal statement, identification of events necessary to achieve goal, conducting and analysis of likelihood and impact of each event, and development of activities.) Section 1 identifies the central issues related to linkage development: prevocational and vocational training; personnel preparation; interagency cooperation and coordination and impact on service delivery systems; and interagency cooperation and coordination and impact on direct service provision. Section 2 categorizes, according to one of the four central issues, the 41 events workshop participants identified as needing to occur to achieve the stated goal of easing transition of severely handicapped adolescents from education to rehabilitation. For each event statement are listed strategies, effects of achieving event, and consequences of not achieving event. Section 3 lists events generated by participants at each regional meeting, results of the likelihood-impact analysis, and participants. (YLB)

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ED216239

THE TRANSITION OF SEVERELY HANDICAPPED ADOLESCENTS FROM EDUCATION TO REHABILITATION: A NEEDS ASSESSMENT PROCESS AND CONFERENCE REPORT

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Ohio Resource Center for Low Incidence and Severely Handicapped
Project #642V-6B-81-V

Project INTERACT
Project #I&E-ORSC-80-29-1

CE 032 719

Project INTERACT was a joint effort between the Ohio Rehabilitation Services Commission (ORSC) and the Ohio Department of Education (ODE). The project was funded by a grant from ORSC from September 29, 1980 through September 28, 1981. It was designed to address the pre-vocational and vocational needs of low incidence and severely handicapped students in Ohio by developing model mechanisms and resources which would facilitate appropriate and timely referrals to ORSC, improve student potentials for employment, and expand and integrate the scope of services coordinated between ORSC and ODE. The site for developing and implementing the model referral-based local level linkage system was the Franklin County/Columbus, Ohio area.

Project INTERACT's activities are being continued through the Ohio Resource Center for Low Incidence and Severely Handicapped and the Identification and Program Development Project of the Central Ohio Special Education Regional Resource Center.

FUNDED BY A GRANT FROM THE OHIO REHABILITATION SERVICES COMMISSION
FISCAL AGENT: THE FRANKLIN COUNTY BOARD OF EDUCATION

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Purpose of Report

This report has been prepared to assist administrators in identifying issues which are relevant to the development of a local level linkage system for the referral of severely handicapped students from Education to Rehabilitation.

Contents of Report

- issues related to linkage development
- statements that further expand and/or clarify the issues
- input from personnel throughout Ohio on how to address concerns and issues
- concerns are categorized by issue and region

How to Use Information in Report

- develop/expand linkage system
- design personnel training
- develop/refine comprehensive programming for handicapped students
- coordinate and facilitate services between systems/agencies

PREFACE

Project INTERACT held four regional meetings during May, 1981, for parents, educators and rehabilitation personnel working with low incidence and severely handicapped adolescents. The purpose of the meetings was to provide information to professionals and parents about the Ohio Department of Education, Division of Special Education and the Ohio Rehabilitation Services Commission and the materials developed through the Project INTERACT model linkage system.

In addition, the groups participated in a needs assessment process to identify events that should occur in order to achieve Project INTERACT's primary goal:

> TO EASE THE TRANSITION OF SEVERELY HANDICAPPED ADOLESCENTS
>
> FROM EDUCATION TO REHABILITATION

The events identified by the participants clustered around the following four issues:

- Pre-vocational and vocational training for severely handicapped adolescents;
- Personnel preparation for educators, rehabilitation personnel and parents;
- Interagency cooperation and coordination and their impact on service delivery systems; and
- Interagency cooperation and coordination and their impact on direct service provision.

- PARTICIPANTS

Participants in the four regional meetings included parents, administrators, supervisors, teachers, work-study coordinators and counselors working with low incidence and severely handicapped students.

A participants' list for each regional meeting is included in Section III.

- NEEDS ASSESSMENT PROCESS

The following process was followed at each regional meeting:

- Identify goal statement.
- Identify events necessary for the achievement of the goal.
- Conduct and analyze the likelihood and impact of each event upon the achievement of the goal.
- Develop activities for achieving/implementing each event.

Procedures and Techniques

- Identify Goal Statement: The goal statement used at Project INTERACT's regional meetings was identified by the project staff in order to provide continuity across the four meetings.

  GOAL STATEMENT: TO EASE THE TRANSITION OF SEVERELY HANDICAPPED ADOLESCENTS FROM EDUCATION TO REHABILITATION.

- Identify Events Necessary to Achieve Goal: Workshop participants identified forty-one (41) events which need to occur in order to achieve the goal stated above. A listing of events categorized according to the four central issues can be found in Section II. NOTE: A listing of events generated in each region can be found in Section III.

- Conduct and Analyze the Likelihood and Impact of Each Event: The Likelihood-Impact Analysis provides a structured method of determining the relative importance and impact of each event. A five-point scale was used to rate each event statement in two areas:

  1) Likelihood of occurrence
  2) Impact on the Goal Statement

The participants were asked to rate each event using the following format:

	Likelihood					Impact (presuming occurrence)				
Local systems need to develop a commitment to cooperate.	Low 1	2	3	4	High 5	Low 1	2	3	4	High 5

- Conduct and Analyze the Likelihood and Impact of Each Event (continued):

The group leader collected the ratings and analyzed the information after each meeting.

A matrix was used to chart the results. The results can be utilized by planners to identify priorities and to develop strategies for achieving the goal.

High impact events should receive high priority attention by planners. Low impact events should receive low priority. The likelihood scale provides information as to the feasibility of the occurrence of the event.

The results of the Likelihood-Impact Analysis categorized according to the four central issues are listed in Section II. The results of the Likelihood-Impact Analysis listed by region can be found in Section III.

- Develop Activities: The participants were divided into two groups: administrators/supervisors and field level personnel/ teachers. Event statements were assigned to one of the two groups based on whether the event could be resolved primarily at a direct service level or an administrative/policy level.

Certain events were assigned to both groups due to the overlapping nature of the event. Small groups were then formed to develop activities for achieving each event.

Each group worked with the following format to develop activities:

Statement of event
Activities to achieve event
Effect of achieving event
Consequences of not achieving event

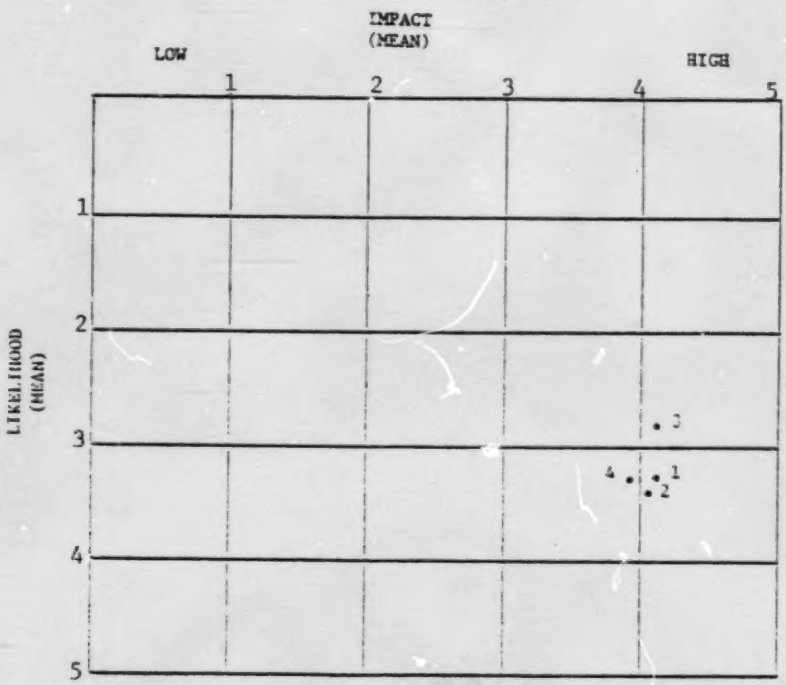
NOTE: Due to the small number of participants in the Bowling Green regional meeting, the participants were not divided into administrators/supervisors and field level personnel/teachers.

CENTRAL ISSUES IDENTIFIED AT REGIONAL MEETINGS

A group of one hundred fifty-five (155) individuals met in four regional meetings and identified a total of forty-one (41) events which should occur in order to achieve Project INTERACT's primary goal of easing the transition of severely handicapped adolescents from education to rehabilitation. The events were analyzed, ranked and categorized under four central issues which emerged from the analysis. A mean of the likelihood and impact ratings was calculated for each of the issues.

GOAL: TO EASE THE TRANSITION OF SEVERELY HANDICAPPED ADOLESCENTS FROM EDUCATION TO REHABILITATION.

	Issue	Mean Likelihood Rating	Mean Impact Rating
1	Pre-vocational and Vocational Training for Severely Handicapped Adolescents	3.31	4.18
2	Personnel Preparation for Educators, Rehabilitation Personnel and Parents	3.36	4.06
3	Interagency Cooperation and Coordination and Their Impact on Service Delivery Systems	2.84	4.11
4	Interagency Cooperation and Coordination and Their Impact on Direct Service Provision	3.32	3.98



- high impact events should receive high priority attention by planners.
- low impact events should receive low priority.
- likelihood scale provides information as to the feasability of the event occuring.

SECTION II

Workshop participants identified forty-one (41) events which need to occur in order to achieve the stated goal. In this section, the events are categorized according to one of the four central issues.

The statements are lettered in order to identify the region in which they were generated.

Regional Meetings	Statements
Columbus	A - M
Bowling Green	N - U
Akron	V - II
Middletown	JJ - RR

Issue #1

PRE-VOCATIONAL AND VOCATIONAL TRAINING FOR SEVERELY HANDICAPPED ADOLESCENTS

- Event Statements
- Matrix
- Development of Activities Leading to Achievement of Events

ISSUE #1: PREVOCATIONAL AND VOCATIONAL TRAINING FOR SEVERELY HANDICAPPED ADOLESCENTS

A likelihood-impact analysis was completed for each event statement. The following event statements were developed for Issue #1.

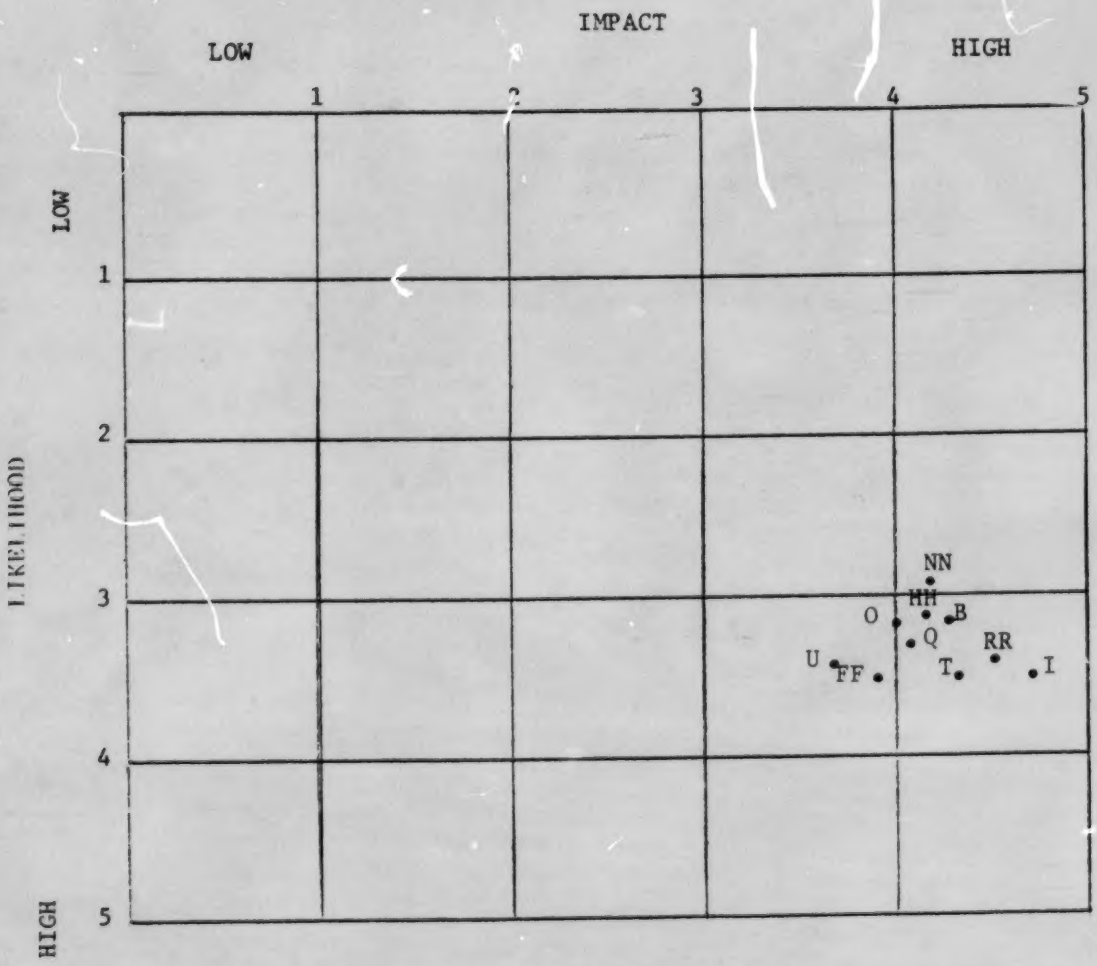
	Statement	Likelihood Rating	*Impact Rating
B	Functional skills should be emphasized during assessment and training.	3.2	4.3
I	Work evaluation should be introduced earlier into the educational continuum.	3.5	4.7
NN	Appropriate vocational programming needs to be developed for severely handicapped students under age 16.	2.9	4.2
FF	Career education materials should be used in the development of a work personality.	3.5	3.9
RR	Pre-vocational training needs to be provided prior to beginning rehabilitation services.	3.4	4.5
Q	Vocational training programs need to be provided within the school for severely handicapped students.	3.3	4.1
T	Development of the work personality should be stressed before the introduction of career education.	3.5	4.3
O+	Schools need to provide pre-vocational training programs.	3.2	4.0
U	A community resources awareness course should be offered to severely handicapped students during freshman and senior years.	3.4	3.6
HH	Rehabilitation personnel need to identify skills that students lack when they enter rehabilitation in order for special education to focus on them during educational programming.	3.2	4.2

Regional Meetings

Columbus	A - M	Akron	V - II
Bowling Green	N - U	Middletown	JJ - RR

+ Due to time constraints these issues were not worked on by any group.
* The explanation of the likelihood-impact ratings can be found in the Introduction.

LIKELIHOOD-IMPACT MATRIX



- high impact events should receive high priority attention by planners.
- low impact events should receive low priority.
- likelihood scale provides information as to the feasibility of the event occurring.

REGIONAL MEETINGS

Columbus	A - M	Akron	V - II
Bowling Green	N - U	Middletown	JJ - RR

Issue #1

PREVOCATIONAL AND VOCATIONAL
TRAINING FOR SEVERELY HANDICAPPED ADOLESCENTS

The Development of Activities

The following pages contain suggestions formulated by workshop participants. The participants felt that these activities were necessary to achieve the event statements.

Issue #1

STATEMENT B: FUNCTIONAL SKILLS SHOULD BE EMPHASIZED DURING ASSESSMENT AND TRAINING.

STRATEGIES

1. Professionals should have a knowledge of the jobs available in the community and the skills required to perform them.
2. A continuum of employment options, from sheltered industry through competitive employment, should be developed as well as a transition program in order to move an individual from one level to another.
3. The availability of training centers should be developed.
4. The availability of assessment materials should be explored.
5. Resources for activities of daily living and survival skills should be surveyed and a greater emphasis should be placed on these skill areas.
6. A level system should be developed for teaching skills.
7. Teachers should have a thorough knowledge of the nature of the disabilities and needs of the student.

EFFECTS OF ACHIEVING EVENT

- Students would function more independently.
- More students would reach a level of employability.
- A continuum of employment services would be developed.
- There would be less dependence on social service agencies.

CONSEQUENCES OF NOT ACHIEVING EVENT

- There would be a need for more social welfare programs.
- Opportunities for appropriate employment placements would decrease.
- An increased number of students would not have any placement options.

PARTICIPANTS

Skip Bergquist, Bureau of Vocational Rehabilitation
Ed Pelar, Bureau of Vocational Rehabilitation
John Morgan, Bureau of Vocational Rehabilitation

ISSUE #1

STATEMENT I: WORK EVALUATION SHOULD BE INTRODUCED EARLIER INTO THE EDUCATIONAL CONTINUUM.

STRATEGIES

1. More frequent contact between the counselor and the school system needs to be established.
2. Services should be coordinated between community-based facilities, Bureau of Vocational Rehabilitation/Bureau of Services for the Visually Impaired and the school systems.
3. The BVR/BSVI counselor should be involved in the Individual Educational Plan process.
4. Observations from industrial arts teachers should be solicited.
5. Students should be placed into summer vocational training programs.

EFFECTS OF ACHIEVING EVENT

- Accurate assessment information would be available to both BVR/BSVI and school counselors.
- The student's interests, abilities and skills would be considered in program planning.
- A multi-disciplinary approach would be used with the student.
- The student's interest would be maintained during training and employment.

CONSEQUENCES OF NOT ACHIEVING EVENT

- The status quo, which is less than the ideal state, would be maintained.

PARTICIPANTS

Margaret Kirkland, Columbus City Schools
William H. Martin, Bureau of Vocational Rehabilitation
Ken Ross, Bureau of Vocational Rehabilitation

Issue #1

STATEMENT B: FUNCTIONAL SKILLS SHOULD BE EMPHASIZED DURING ASSESSMENT AND TRAINING.

STRATEGIES

1. A needs assessment team should evaluate the following areas: sensory capacities, communication skills, social skills, daily living skills, cognitive skills and specific skills for both pre- and post-placement.

2. Coordination should be developed between the assessment and the work-site teams.

3. Evaluation should be continuous and based on agreed upon criteria and stated expectations.

EFFECTS OF ACHIEVING EVENT

- Students would receive a more accurate appraisal of their abilities.
- Realistic placements would result which would be mutually satisfying for both the employer and the client.
- A smoother transition from one system to another would exist.
- Students would become more independent and productive citizens.
- Students would experience an increase in self-esteem.

CONSEQUENCES OF NOT ACHIEVING EVENT

- A greater likelihood of an inaccurate assessment of a student's abilities would exist.
- Inappropriate placements would occur.
- Frustration would be experienced by all of those involved.
- Employers would be reluctant to participate in a program to hire severely handicapped individuals.

PARTICIPANTS

Gerry Niedermaier, Orientation and Mobility Specialist,
Ohio State School for the Blind
Mary Ann Bishel, Instructor, Career Education Department,
Ohio State School for the Blind

Issue #1

STATEMENT I: WORK EVALUATION SHOULD BE INTRODUCED EARLIER INTO THE EDUCATIONAL CONTINUUM.

STRATEGIES

Existing guidelines should be followed for work evaluation as formulated by the Ohio Division of Vocational Education: Special Needs Service. Most of the Vocational Education Planning Districts in Ohio now offer the opportunity for work evaluation during or prior to grade 10 to all handicapped students in participating schools.

EFFECTS OF ACHIEVING EVENT

More realistic and appropriate vocational goals would be developed.

Students could take advantage of vocational training offered by public schools with recommendation for that training based on results of work evaluation.

CONSEQUENCES OF NOT ACHIEVING EVENT

The achievement of vocational goals would be postponed until work evaluation could be provided by an outside agency.

PARTICIPANTS

Sara Swingle, Muskingum Area Joint Vocational School District
Elmer Powell, Springview Developmental Center

Issue #1

STATEMENT NN:	APPROPRIATE VOCATIONAL PROGRAMMING NEEDS TO BE DEVELOPED FOR SEVERELY HANDICAPPED UNDER AGE 16

STRATEGIES

1. Inservice should be provided for vocational staff personnel, regular education teachers and parents.

2. Follow-up meetings should be held with parents, on a one-to-one basis, in order to help clarify the vocational education programs that are available.

3. Individualized evaluations should be conducted to determine the type of program needed by the student.

4. A staffing should be held with the student, parents, and other interested personnel in order to determine the student's goals

EFFECTS OF ACHIEVING EVENT

- Knowledge would be gained in terms of the kinds of programs available.

- Students could begin to prepare for job interests.

- Students could begin, at 16, to venture into the vocational area chosen by them.

- Students would start to earn money, which in turn would give them a sense of independence.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Students would not be prepared for making a vocational choice.

- The drop-out rate would be high.

- Students would not be knowledgeable about the kinds of careers available.

PARTICIPANTS

Gwen Wilder, Cincinnati Public Schools
Dorothy White, Cincinnati Public Schools

Issue #1

STATEMENT FF: CAREER EDUCATION MATERIALS SHOULD BE USED IN THE DEVELOPMENT OF A WORK PERSONALITY.

STRATEGIES

If a career education project is in your district, contact the program administrator, of either the Joint Vocational School (JVS), or the individual school system.

EFFECTS OF ACHIEVING EVENT

A career education curriculum needs to be developed for grades K-12 which focuses on these areas:

a. Self-concept
b. Responsible decision making
c. Attitudes
d. How an individual fits into his environment
e. Economics
f. Education and training necessary for specific jobs
g. Career information

This program would start in Kindergarten and follow the student through school. It would allow for a smooth and continuous development of skills.

CONSEQUENCES OF NOT ACHIEVING EVENT

- No supplemental program would focus on the total individual.

PARTICIPANTS

Rebecca Jo Burkhardt, Lorain County Board of Education

Issue #1

STATEMENT RR: PRE-VOCATIONAL TRAINING NEEDS TO BE PROVIDED PRICR TO BEGINNING REHABILITATION SERVICES.

STRATEGIES

1. Identify which skills are needed in order for the student to benefit from the vocational rehabilitation process.

2. Teachers should meet with the vocational rehabilitation counselor to identify skills, behaviors, etc., needed by the student in order to be successful after graduation.

3. Vocational rehabilitation counselors, regular, special and vocational education teachers, administrators, parents, students and community representatives must be involved in formulating any and all programs.

EFFECTS OF ACHIEVING EVENT

- Vocational rehabilitation would be better understood and accepted.

- Students would be more successful in vocational rehabilitation and less frustrated.

- Students would acquire more appropriate independent living and employment skills.

CONSEQUENCES OF NOT ACHIEVING EVENT

- The situation would remain the same.

PARTICIPANTS

Cheri Ann Allison, Cincinnati Public Schools
Lois Spahn, Cincinnati Public Schools

Issue #1

STATEMENT Q: VOCATIONAL TRAINING PROGRAMS NEED TO BE PROVIDED WITHIN THE SCHOOL FOR SEVERELY HANDICAPPED STUDENTS.

STRATEGIES

1. A gradual transition from the school to the workshop should exist.
2. The need for BVR/BSVI services should be identified in the IEP (Spring) and prior to the actual start of the next school year.
3. Personnel from the school and the workshop should meet in order to exchange information.
4. Personnel from the school and the workshop should visit one another's facilities.
5. Follow-up services should be provided.
6. Graduates from the program should be utilized as guest speakers in the classroom.

EFFECTS OF ACHIEVING EVENT

- The adjustment to the workshop would be eased.
- Parents and students would be more aware of available services.
- The evaluation and placement process would be started earlier.

CONSEQUENCES OF NOT ACHIEVING EVENT

- The client would require a longer adjustment period.
- Lack of consideration for students and staff would be continued.

PARTICIPANTS

Deb Haig, Woodlane School
Judi Ward, Woodlane School
Tom Licrez, Hope School

Issue #1

STATEMENT T: DEVELOPMENT OF THE WORK PERSONALITY SHOULD BE STRESSED BEFORE THE INTRODUCTION OF CAREER EDUCATION.

STRATEGIES

1. An elementary curriculum for pre-vocational skills should be developed.
2. Home and parent training should be provided for elementary school children.
3. Job oriented community field trips should be arranged.
4. Information about career education and work personality development should be provided to regular education personnel on a one-to-one basis.
5. Agencies should be involved as early as possible in the curriculum.
6. Representatives from industry and business should speak to students.
7. Adult handicapped people should be involved in classes.

EFFECTS OF ACHIEVING EVENT

- Students would be better prepared.
- More cooperation between parents and teachers would exist.
- A positive public image of handicapped students and the school system would be developed.
- More students would be employable.

CONSEQUENCES OF NOT ACHIEVING EVENT

- The opposite of the above would occur

PARTICIPANTS

Julie Myers, Erie County Board of Education
Lorraine Sweigard, Maumee City Schools

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Issue #1

STATEMENT T: DEVELOPMENT OF THE WORK PERSONALITY SHOULD BE STRESSED BEFORE THE INTRODUCTION OF CAREER EDUCATION.

STRATEGIES

1. All children should be treated the same.
2. Tasks should be presented to the students and then modifications should be made based on the student's needs.

EFFECTS OF ACHIEVING EVENT

- Feelings of self-worth would be instilled in the student.
- The public awareness of the work capability and potential of severely handicapped individuals would be increased.
- A more realistic picture of abilities/disabilities of severely handicapped students would be developed.
- Mainstreaming of the severely handicapped student would be more feasible.
- Individuals would develop a more realistic attitude toward failure and success.

CONSEQUENCES OF NOT ACHIEVING EVENT

- The attitude that the handicapped "can't do," rather than "can do" would be perpetuated.
- Non-productivity and a negative self-image would be fostered in the individual.
- Individuals would continue to experience a great amount of unfulfilled potential.

PARTICIPANTS

George McCoppin, Goodwill Industries of Toledo
Tim Etue, Bureau of Vocational Rehabilitation
Joe Yionmeth, Toledo City Schools

Issue #2

PERSONNEL PREPARATION FOR EDUCATORS, REHABILITATION PERSONNEL AND PARENTS

- Event Statements
- Matrix
- Development of Activities Leading to Achievement of Events

Issue #2

PERSONNEL PREPARATION FOR EDUCATORS, REHABILITATION PERSONNEL AND PARENTS

A likelihood-impact analysis was completed for each event statement. The following event statements were developed for Issue #2.

	Statement	Likelihood Rating	*Impact Rating
K	Pre-service teacher training should emphasize the need for pre-vocational/vocational training of severely handicapped students as opposed to academic training.	2.9	4.0
A	During school, educators, parents and students should be provided with information on how to access the rehabilitation system and on how to prevent the duplication of services.	3.3	4.7
E	Training should be provided for rehabilitation counselors in order to give them more knowledge of the needs of severely handicapped students.	3.2	3.6
F	Educators and rehabilitation personnel should have a knowledge of possible jobs in community and their entry level skills.	3.2	4.4
G	Personnel need a knowledge of resources and training available in schools.	3.6	4.4
H	Teachers should be aware of their role and responsibility as a member of a multi-disciplinary team to insure a student's movement through the educational and vocational continuum.	2.7	4.2
DD	Inservice training and communication should be developed between special educators and rehabilitation personnel.	4.0	4.4
JJ	Specific information should be available to educators and parents on how to access services from BVR/BSVI.	3.9	4.1
QQ	Information should be provided to parents, students and teachers on service providers in the community, including cost of services to the client.	3.8	4.0
N	Training should be provided for parents, educators and rehabilitation counselors in order to increase their awareness of the employment potential of severely handicapped students.	3.4	3.9

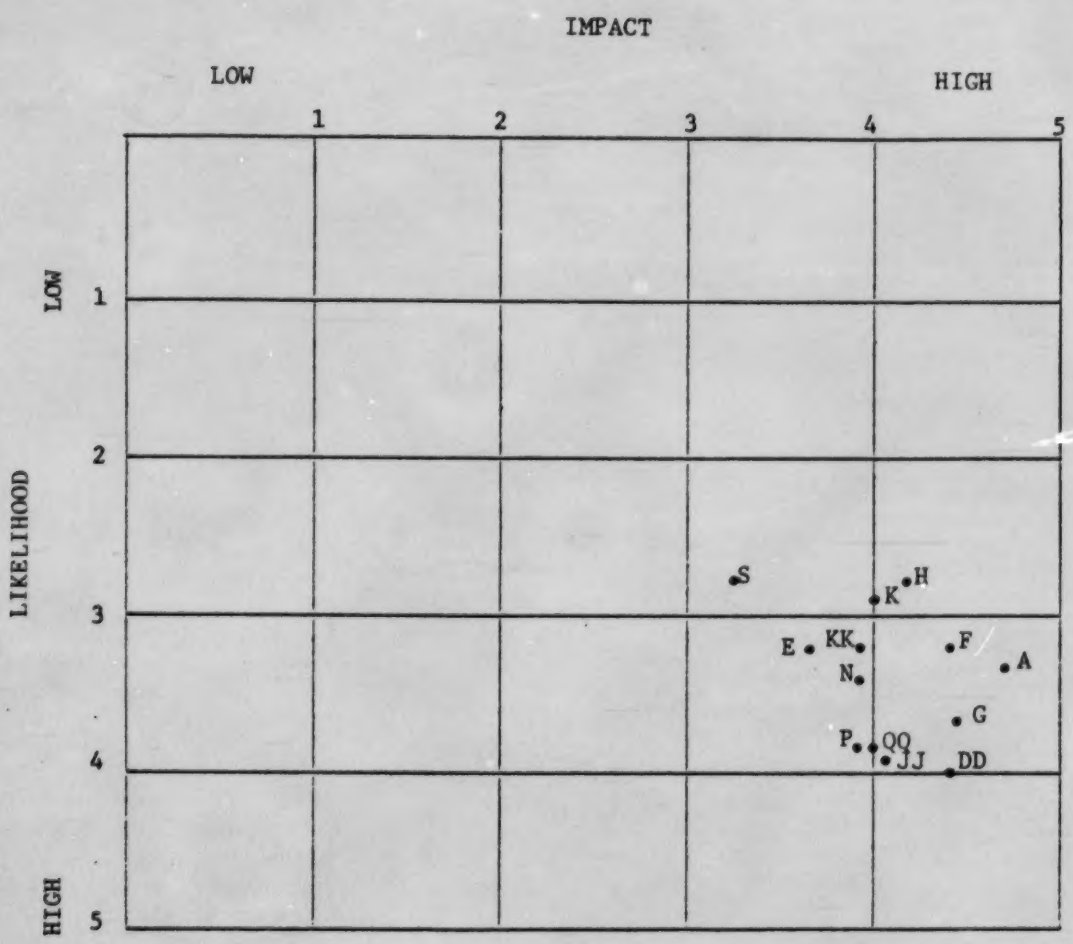
P	Information should be provided to parents, educators and rehabilitation counselors about the services available for severely handicapped students.	3.8	3.9
S	Parents and students should be educated about the desirability of work vs. public assistance.	2.7	3.3
KK +	Rehabilitation Services Commission's eligibility requirements should be clarified.	3.2	3.9

Regional Meetings

Columbus	A - M	Akron	V - II
Bowling Green	N - U	Middletown	JJ - RR

+ Due to time constraints these issues were not worked on by any group.
* The explanation of the likelihood-impact ratings can be found in the Introduction.

LIKELIHOOD-IMPACT MATRIX



- high impact events should receive high priority attention by planners.
- low impact events should receive low priority.
- likelihood scale provides information as to the feasibility of the event occurring.

Regional Meetings

Columbus	A - M	Akron	V - II
Bowling Green	N - U	Middletown	JJ - RR

Issue #2

PERSONNEL PREPARATION FOR EDUCATORS, REHABILITATION PERSONNEL AND PARENTS

The Development of Activities

The following pages contain suggestions formulated by workshop participants. The participants felt that these activities were necessary to achieve the event statements.

Issue #2

STATEMENT K: PRE-SERVICE TEACHER TRAINING SHOULD EMPHASIZE THE NEED FOR PRE-VOCATIONAL/VOCATIONAL TRAINING OF SEVERELY HANDICAPPED STUDENTS AS OPPOSED TO ACADEMIC TRAINING.

STRATEGIES

1. Inservice training should be provided for existing teaching staff.

2. The concept of pre-vocational/vocational training should be included in undergraduate/graduate teacher preparation curricula.

3. Inservice training should be provided for parents to increase their awareness of pre-vocational/vocational training.

EFFECTS OF ACHIEVING EVENT

- Students would receive more realistic guidance.
- A more comprehensive and timely approach would be taken in terms of orienting the student to the world of work.
- Teachers would receive reinforcement due to a decreased failure rate of the students.
- Students would have an increased interest in academics due to a more tangible application of what they are learning.
- Parents would have an increased awareness of pre-vocational/vocational training.

CONSEQUENCES OF NOT ACHIEVING EVENT

- The failure rate of students would increase as well as the drop-out rate.
- Students would experience long periods of inactivity and/or would be engaged in unproductive behavior.

PARTICIPANTS

Jim Babb, Bureau of Services for the Visually Impaired
Bill Jones, Bureau of Vocational Reahabilitation
Rebecca Bantum, Training Center for Youth

Issue #2

STATEMENT A: DURING SCHOOL, EDUCATORS, PARENTS AND STUDENTS SHOULD BE PROVIDED WITH INFORMATION ON HOW TO ACCESS THE REHABILITATION SYSTEM AND ON HOW TO PREVENT THE DUPLICATION OF SERVICES.

STRATEGIES

1. The RSC counselor should meet with special education teachers to explain the rehabilitation process.

2. The parent and student should be present at the time of the initial interview with the RSC counselor.

3. The school or the RSC counselor should send pamphlets and other information to the parent prior to the initial interview.

4. Better communication should be developed between the work-study coordinator, parent and counselor with regard to vocational planning and the delivery of related services.

5. A joint meeting with the parents, student, work-study coordinator and counselor should be held (possibly in the evening) early in the year in order to explain the rehabilitation process. (Number 3 could be accomplished at that time.)

EFFECTS OF ACHIEVING EVENT

- A better understanding of the process would facilitate timely movement through the systems.

- Parents would be more supportive.

- The relationship between parents, teachers, counselors and students would be improved.

- A duplication of services would be avoided which would save time and money.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Students may not follow through with their goals after graduation.
- Parents, teachers and students may develop misunderstandings and resentments.
- Some eligible students may not be identified and would therefore not be provided with services.
- Services may be duplicated.

PARTICIPANTS

Donna Yost, Bureau of Vocational Rehabilitation
Carol Brandos, Bureau of Vocational Rehabilitation

Issue #2

STATEMENT E: TRAINING SHOULD BE PROVIDED FOR REHABILITATION COUNSELORS IN ORDER TO GIVE THEM MORE KNOWLEDGE OF THE NEEDS OF SEVERELY HANDICAPPED STUDENTS.

STRATEGIES

1. Interdisciplinary conferences should be held 2 years prior to graduation.

2. Inservice training should be provided for personnel in both systems for the purpose of sharing information regarding the services available through each system.

3. BVR/BSVI personnel should provide inservice training for school vocational personnel regarding curriculum planning. The curriculum should stress the criteria required for employment.

EFFECTS OF ACHIEVING EVENT

- Earlier vocational planning would occur and would involve BVR/BSVI, the school and the student.

- A continuity of services would result.

- Students would be provided with a positive learning experience which would result in an improved self-concept and increased motivation.

- An efficient utilization of available resources would result.

- The duplication of services would be avoided.

- The curricular emphasis would shift from an academic focus to a vocational one.

- Communication between agencies would be facilitated.

CONSEQUENCES OF NOT ACHIEVING EVENT

- The status quo would prevail.

PARTICIPANTS

Pat Smith, Orient Developmental Center
Cindy Hyatt, Bureau of Vocational Rehabilitation

Issue #2

STATEMENT F: EDUCATORS AND REHABILITATION PERSONNEL SHOULD HAVE A KNOWLEDGE OF POSSIBLE JOBS IN THE COMMUNITY AND THEIR ENTRY LEVEL SKILLS.

STRATEGIES

1. Local employers should be surveyed with regard to the jobs available and the specific requirements which are unique to the job situation.

2. Jobs listed in the classified ads should be followed up with either a phone contact or letter requesting more information.

3. Jobs should be categorized by role and function in order to assist in the determination of entry skills.

4. Educators and rehabilitation personnel should make on-site visitations to local industry.

EFFECTS OF ACHIEVING EVENT

- A listing of possible jobs would be developed.

- A listing of the skills required for specific jobs would be developed, highlighting the unique job requirements (work hours, transportation, physical barriers and specific training required).

CONSEQUENCES OF NOT ACHIEVING EVENT

- Educators and rehabilitation personnel would continue doing job placement procedures in an inefficient manner.

PARTICIPANTS

Nancy Claman, Regional Educational Assessment Programming Project, Central Ohio SERRC
Sandy Anthony, Regional Educational Assessment Programming Project, Central Ohio SERRC

Issue #2

STATEMENT G: PERSONNEL NEED A KNOWLEDGE OF RESOURCES AND TRAINING AVAILABLE IN SCHOOLS.

STRATEGIES

1. Cross-training for personnel should be provided.
2. Inservice training should be provided within the Rehabilitation and Education Systems.
3. Working specialists should be identified within each system.

EFFECTS OF ACHIEVING EVENT

- A smooth transition would be facilitated from one system to another.
- The level of frustration which develops as a result of trying to work with large bureaucracies would be reduced for students, rehabilitation counselors and teachers.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Students would regress due to long periods of "lag time" in service delivery.
- Students would be lost between systems.
- Parents, rehabilitation personnel and students would develop negative feelings toward the school system.

PARTICIPANTS

Janet Kohn, Bureau of Vocational Rehabilitation
Cynthia Valente, Springfield Developmental Center

Issue #2

STATEMENT H:	TEACHERS SHOULD BE AWARE OF THEIR ROLE AND RESPONSIBILITY AS A MEMBER OF A MULTI-DISCIPLINARY TEAM TO INSURE A STUDENT'S MOVEMENT THROUGH THE EDUCATIONAL AND VOCATIONAL CONTINUUM.

STRATEGIES

1. Teachers should be provided with formal training regarding the importance of a multi-disciplinary approach.
2. Teachers should be encouraged to expand their own experiences in order to envision the vocational possibilities which exist for a student.
3. Monthly interviews between the teacher and the student should be mandatory.

EFFECTS OF ACHIEVING EVENT

- Teachers would experience a change in attitude.
- Students would receive better services.
- Increased openness and communication would occur.

CONSEQUENCES OF NOT ACHIEVING EVENT

- The individual's emotional, mental and physical needs may be ignored.

PARTICIPANTS

Elmer Powell, Springview Developmental Center
Sara Swingle, Muskingum Area JVS District

Issue #2

STATEMENT DD: INSERVICE TRAINING AND COMMUNICATION SHOULD BE DEVELOPED BETWEEN SPECIAL EDUCATORS AND REHABILITATION PERSONNEL.

STRATEGIES

1. Communication needs to be developed between the SERRC, BVR/BSVI and the schools.

2. A list of the special education, vocational education and rehabilitation professionals who are working in the local area needs

3. The inservice training program should address the administrators who have policy making responsibilities in order to get support for implementation of a coordinated service delivery system.

4. In-house inservice training should be initiated to implement strategies and coordinate service delivery.

EFFECTS OF ACHIEVING EVENT

- Workable relationships would be developed.
- A continuum of services would be provided.
- Given administrative support, teachers and counselors would be more receptive to modifying relationships.
- More realistic client goals would emerge from cooperation.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Communication barriers would exist.
- Service delivery would not be timely.
- Professionals would experience a "fear" of having the sole responsibilty for providing appropriate services to handicapped clients.

PARTICIPANTS

Karen Chaloupka, Cuyahoga SERRC
Julia Langdon, Polaris Vocational Center
Michael Wunderle, Westshore Joint Vocational School

Issue #2

STATEMENT JJ: SPECIFIC INFORMATION SHOULD BE AVAILABLE TO EDUCATORS AND PARENTS ON HOW TO ACCESS SERVICES FROM BVR/BSVI.

STRATEGIES

1. Conferences should be held with the teacher, parents, student and rehabilitation counselor prior to the transition from education to rehabilitation.

2. A definite goal should be established (e.g., employment, activities of daily living skills, social skills).

3. The teacher must be aware of the various services available through BVR/BSVI.

EFFECTS OF ACHIEVING EVENT

- A combined effort toward reaching the goals of the student exists.

CONSEQUFNCES OF NOT ACHIEVING EVENT

- The students will be unserved after graduation.

PARTICIPANTS

Peggy Perkins, Middletown City Schools
Debbie Albert, Clovernook Home and School for the Blind

Issue #2

STATEMENT QQ:	INFORMATION SHOULD BE PROVIDED TO PARENTS, STUDENTS AND TEACHERS ON SERVICE PROVIDERS IN THE COMMUNITY, INCLUDING COST OF SERVICES TO THE CLIENT.

STRATEGIES

1. Locate and disseminate resource directories. Agency directories exist which list the location, type of service, type of clients served and the cost of service.
2. Agencies should meet to determine which services are available and how the continuum of services could be meshed between the school and adult components.

EFFECTS OF ACHIEVING EVENT

- Not listed.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Not listed.

PARTICIPANTS

- Not listed.

Issue #2

STATEMENT N: TRAINING SHOULD BE PROVIDED FOR PARENTS, EDUCATORS AND REHABILITATION COUNSELORS IN ORDER TO INCREASE THEIR AWARENESS OF THE EMPLOYMENT POTENTIAL OF SEVERELY HANDICAPPED STUDENTS.

STRATEGIES

1. A planning committee should be established with representatives from Rehabilitation, Special Education, Vocational Education, the Special Education Regional Resource Center (SERRC), County Board of MR/DD (169 programs) and parents groups. The purpose of the planning committee would be to identify topics for in-service training.

2. Existing programs and areas in which the severely handicapped have been successfully employed should be identified.

3. The SERRC Center should be accessed for assistance in developing and implementing the inservice training.

EFFECTS OF ACHIEVING EVENT

- An awareness of the potential of handicapped individuals in the employment market would increase.
- Educators would be more aware of the pre-vocational and vocational needs of severely handicapped students.
- An appropriate curriculum would be designed for the severely handicapped students.
- Parents would have more realistic expectations for their children, which would result in appropriate advocacy.
- Effective job placement techniques would be developed.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Wasted potential in the employment market would be experienced.
- Individuals would be tax burdens rather than taxpayers.
- Social/emotional maladjustment of the severely handicapped individual would be fostered.

PARTICIPANTS

Jennifer Wine, Wood County Board of Education
Marianne Cote, Wood County Board of Education

Issue #2

STATEMENT N:	TRAINING SHOULD BE PROVIDED FOR PARENTS, EDUCATORS AND REHABILITATION COUNSELORS IN ORDER TO INCREASE THEIR AWARENESS OF THE EMPLOYMENT POTENTIAL OF SEVERELY HANDICAPPED STUDENTS.

STRATEGIES

1. Independent parent groups and private agencies should be involved in inservice training.
2. Rehabilitation personnel should speak at teacher staff meetings.
3. Special education personnel should speak at counselor staff meetings.

EFFECTS OF ACHIEVING EVENT

- Sharing of information would increase.
- The level of cooperation and effectiveness in terms of the delivery of services would increase.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Information sharing, coordination of services or cooperation between agencies would not exist. The result would be confusion.

PARTICIPANTS

Vicki Obee, The Sight Center
Mike Roche, Erie County Board of Education

Issue #2

STATEMENT P: INFORMATION SHOULD BE PROVIDED TO PARENTS, EDUCATORS AND REHABILITATION COUNSELORS ABOUT SERVICES AVAILABLE FOR SEVERELY HANDICAPPED STUDENTS.

STRATEGIES

1. An instructional curriculum should be developed for parents and students on how to access and use existing service systems. Agency representatives should be invited to speak to the group and field trips to different agencies should be arranged.

2. Rehabilitation terms (work evaluation, adjustment) should be explained.

EFFECTS OF ACHIEVING EVENT

- People would understand what options and services would be available to them.

- The Rehabilitation System would be more appropriately and efficiently utilized.

- Teachers would increase their knowledge of the services available in their community.

CONSEQUENCES OF NOT ACHIEVING EVENT

- People would continue to be unserved or inappropriately served.

- Fewer people would be employed.

- More people would require public assistance.

PARTICIPANTS

Pat Beattie, Toledo Society for the Handicapped
Dave Newmyer, Bureau of Services for the Visually Impaired
Terry Kahler, Toledo Society for the Handicapped

Issue #2

STATEMENT S: PARENTS AND STUDENTS SHOULD BE EDUCATED ABOUT THE DESIRABILITY OF WORK VS. PUBLIC ASSISTANCE.

STRATEGIES

1. Teachers should maintain frequent contact with parents.
2. Teachers should maintain frequent contact with BVR/BSVI counselors.
3. Parental involvement in the student's program would be fostered by visiting the educational or vocational training program. Parents need to see their child functioning in different environments.

EFFECTS OF ACHIEVING EVENT

- Misuse of public assistance would be decreased.
- Students would experience a greater sense of self-worth.
- Professionals who are working with the student/client would see the positive result to their work.
- Personnel would be identified who could provide follow-up services after graduation.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Students/clients would remain at home and would regress.
- Parental apathy would be encouraged.
- The community would not be aware of the worth of multi-handicapped persons.

PARTICIPANTS

Gail DiJohn, Toledo Public Schools
Ann Christman, Toledo Public Schools

Issue #3

INTERAGENCY COOPERATION AND COORDINATION AND THEIR IMPACT ON SERVICE DELIVERY SYSTEMS

- Event Statements
- Matrix
- Development of Activities Leading to Achievement of Event

Issue #3

INTERAGENCY COOPERATION AND COORDINATION AND THEIR IMPACT ON SERVICE DELIVERY SYSTEMS

A likelihood-impact analysis was completed for each event statement. The following event statements were developed for Issue #3.

	Statement	Likelihood Rating	*Impact Rating
L	Education and Rehabilitation must jointly establish and encourage the development of community resources.	3.1	4.0
GG	The schools should utilize vocational evaluation services that exist in community-based rehabilitation facilities in order to avoid duplication of services.	2.8	3.9
LL	"Turfdom" needs to be decreased between and among systems.	2.3	3.3
PP	Local systems need to develop a commitment to cooperate.	3.1	4.1
Y	Vocational programming needs to be coordinated between Special Education and Rehabilitation.	3.0	4.5
BB	School evaluation and assessment information that should be identified (can be utilized by BVR/BSVI).	3.9	4.4
OO	Programs need to be developed for those individuals who are unserved in a community.	2.6	4.2
M +	A transportation system needs to be developed for severely disabled individuals in a community.	2.2	4.2
CC +	The schools should utilize the Rehabilitation Services Commission in the development of community resources for training and on-site assessment while the student is in school.	2.9	4.3
II +	Programs need to be developed for those individuals who are unserved in a community.	2.5	4.2

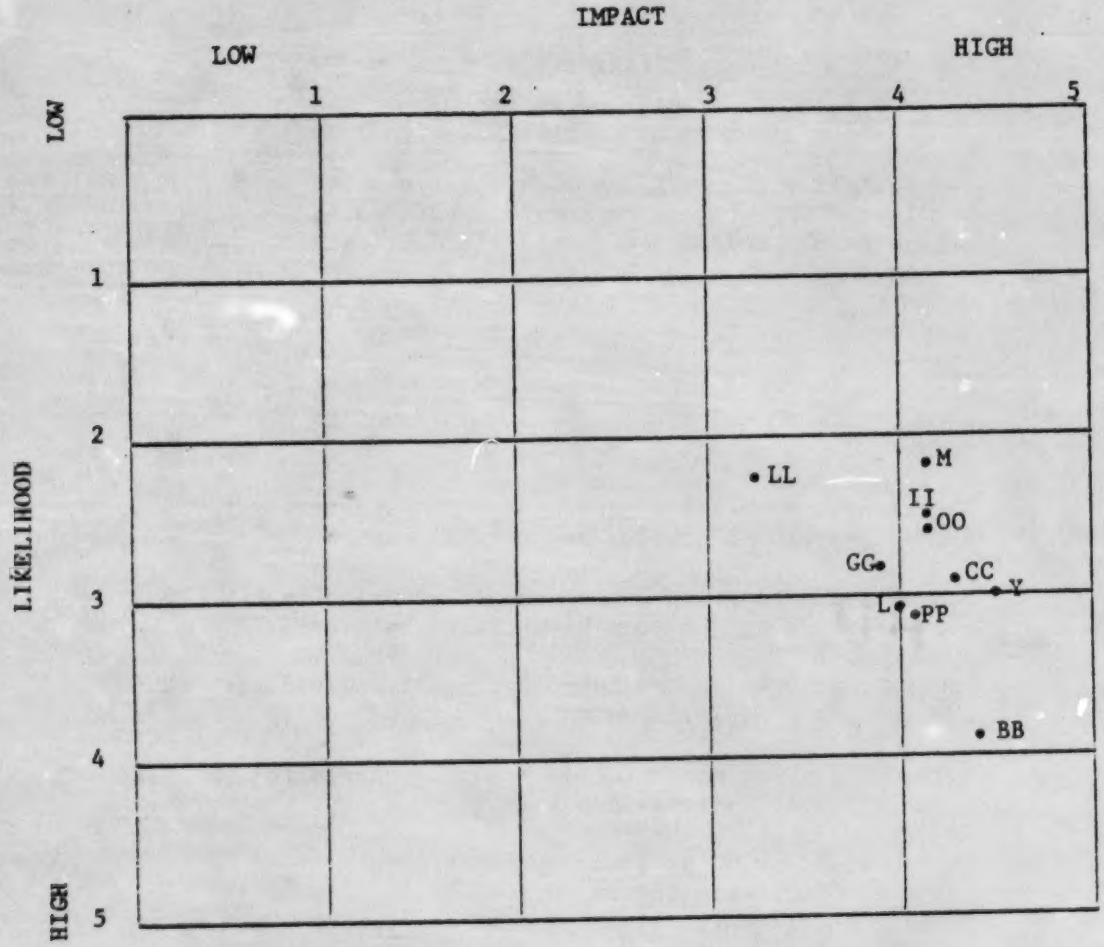
Regional Meetings

Columbus	A - M	Akron	V - II
Bowling Green	N - U	Middletown	JJ-RR

+ Due to time constraints these issues were not worked on by any group.
* The explanation of the likelihood-impact ratings can be found in the Introduction.

ISSUE #3: INTERAGENCY COOPERATION AND COORDINATION AND THEIR IMPACT UPON SERVICE DELIVERY SYSTEMS

LIKELIHOOD-IMPACT MATRIX



- high impact events should receive high priority attention by planners.
- low impact events should receive low priority.
- likelihood scale provides information as to the feasibility of the event occurring.

Regional Meetings

Columbus	A - M	Akron	V - II
Bowling Green	N - U	Middletown	JJ - RR

Issue #3

INTERAGENCY COOPERATION AND COORDINATION AND THEIR IMPACT ON SERVICE DELIVERY SYSTEMS

The Development of Activities

The following pages contain suggestions formulated by workshop participants. The participants felt that these activities were necessary to achieve the event statements.

Issue #3

STATEMENT L:	EDUCATION AND REHABILITATION MUST JOINTLY ESTABLISH AND ENCOURAGE THE DEVELOPMENT OF COMMUNITY RESOURCES.

STRATEGIES

1. A meeting should be arranged between BVR/BSVI and school personnel in order to update information and to identify the resources and needs of the community.

EFFECTS OF ACHIEVING EVENT

- A comprehensive service system would be available to the student/client.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Gaps would exist in the continuum of service.

PARTICIPANTS

Participants not listed.

Issue #3

STATEMENT GG:	THE SCHOOLS SHOULD UTILIZE VOCATIONAL EVALUATION SERVICES THAT EXIST IN COMMUNITY-BASED REHABILITATION FACILITIES IN ORDER TO AVOID DUPLICATION OF SERVICES.

STRATEGIES

1. A contractural agreement between a school system and a rehabilitation facility should be negotiated for vocational evaluation services.

2. Evaluation services for school age students are available through the SERRC and may be accessed.

3. Cooperative district arrangements should be explored to access or develop services.

4. The needs of the schools should be communicated to private rehabilitation facilities through a meeting with the 169 board, the schools, BVR/BSVI and the community-based rehabilitation facilities.

EFFECTS OF ACHIEVING EVENT

- Clients/students would receive better services.
- A greater degree of continuity between Education and Rehabilitation would exist.
- Student needs would be clearly identified and addressed through the appropriate curriculum.
- Time would be saved.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Students would continue to have unmet needs.
- Money would be wasted through the duplication of services and inefficient use of existing facilities.
- More students would be unserved due to inappropriate evaluation.

PARTICIPANTS

Jerry Whittaker, East Central Ohio SERRC
Arthur J. Crann, Youngstown City Schools
Eugene Santoro, Trumbull County Board of Education
Leo McTigue, Bureau of Services for the Visually Impaired
Herbert Reis, Bureau of Vocational Rehabilitation
Ken Sankey, Bureau of Services for the Visually Impaired
Paul Rubinic, Mid-Eastern Ohio SERRC
Ken DePaola, Stark County Board of MR/DD
William, Demidovich, North East Ohio SERRC
Dana Michael, Cuyahoga SERRC
Phyllis Elmo, Bureau of Vocational Rehabilitation

Issue #3

STATEMENT LL: "TURFDOM" NEEDS TO BE DECREASED BETWEEN AND AMONG SYSTEMS.

STRATEGIES

1. A cooperative agreement needs to be formulated between BVR/BSVI and the Local Education Agency (LEA).

2. Representatives from the university, BVR/BSVI and the LEA should meet to clarify the roles and responsibility of each agency and to exchange information.

EFFECTS OF ACHIEVING EVENT

- Clarification of the role and responsibility of each system would occur.

- Jealousy between agencies would be decreased.

- Communication among agencies would be facilitated.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Individuals would be forced to meet the demands of the system as opposed to the system addressing the needs of the student.

PARTICIPANTS

Sharyn Albright, Cincinnati Public Schools
Jerry Etienne, University of Cincinnati
Betty Buffington, Cincinnati Public Schools
Corrine Smith, Kettering Public Schools
Evaristo Giglio, Bureau of Vocational Rehabilitation
Paul Stockman, Bureau of Vocational Rehabilitation

Issue #3

STATEMENT PP: LOCAL SYSTEMS NEED TO DEVELOP A COMMITMENT TO COOPERATE.

STRATEGIES

1. The Area Supervisors should arrange a meeting with the supervisors of each school district, vocational education district and County Board of Mental Retardation and Developmental Disabilities.
2. Cooperative agreements and working relationships should be developed.
3. Program planning should be done through the local meeting (see strategy 1).
4. The SERRC center could be identified as a neutral meeting ground.
5. An individual should be identified who could assume the responsibility for planning meetings.
6. Someone would have to assume the leadership for planning meetings.
7. The private sector should be involved in the local planning meeting.
8. Personnel have to be identified who have policy making responsibility within their system and who are committed to this type of an effort.

EFFECTS OF ACHIEVING EVENT

- Communication would be increased.
- There would be an increased cost/benefit to the systems.

CONSEQUENCES OF NOT ACHIEVING EVENT

- The present system would be perpetuated and individuals would remain unserved.

PARTICIPANTS

Mike Igney, Bureau of Vocational Rehabilitation
Dan Heaton, Miami Valley SERRC
Barry Bently, Miami Valley SERRC
Judy Couzart, Clovernook School for the Blind
Ann Schurger, Butler City Children's Diagnostic Center

Issue #3

STATEMENT Y: VOCATIONAL PROGRAMMING NEEDS TO BE COORDINATED BETWEEN SPECIAL EDUCATION AND REHABILITATION.

STRATEGIES

1. Programs offered by each agency and school need to be identified.
2. An understanding needs to be promoted between Rehabilitation and the local school districts to determine appropriate services.
3. Staffing meetings on the supervisory, teacher and counselor levels need to be held on a continuous basis, in order to determine:
   a. responsibility for evaluation,
   b. prior programming,
   c. projection of the student's vocational needs and
   d. information BVR/BSVI can use in order to plan and coordinate services.

EFFECTS OF ACHIEVING EVENT

- The student would be provided with comprehensive services.
- Duplication of services would decrease.
- Services would be provided in a more timely manner.
- Channels of communication would be opened.
- Unavailable services would become more apparent.
- Schools would begin to provide complete self-help and pre-vocational skills programming.

CONSEQUENCES OF NOT ACHIEVING EVENT

- The student would not be provided with comprehensive services.
- Services would be duplicated.
- Services would not be provided in a timely manner.
- Fewer channels of communication would exist.

CONSEQUENCES OF NOT ACHIEVING EVENT (continued)

- Fewer services would be available.
- Schools would not be able to provide complete self-help and pre-vocational skills programming.
- Individuals would not receive appropriate services.
- The provision of services would be inappropriate and/or incomplete.
- Gaps would exist in the service continuum.

PARTICIPANTS

Sid Drumheiser, Youngstown City Schools
Susan Slirika, Bureau of Vocational Rehabilitation
Jan Alberti, Northeast Ohio Developmental Center

Issue #3

STATEMENT BB: SCHOOL EVALUATION AND ASSESSMENT INFORMATION THAT CAN BE UTILIZED BY BVR/BSVI SHOULD BE IDENTIFIED.

STRATEGIES

1. Upon referral, copies of the following should be given to BVR/BSVI:

   a. achievement test results
   b. current medical information
   c. psychological test results
   d. behavioral, social and functional assessment results and
   e. vocational assessment results

2. If needed, the entire student folder should be made accessible to BVR/BSVI.

EFFECTS OF ACHIEVING EVENT

- Students would be placed in a more timely fashion.
- Services would not be duplicated.
- BVR/BSVI would have a broader understanding of the student's past and current level of functioning.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Time would be wasted in gathering extraneous information.

PARTICIPANTS

Sue Hatch, Mansfield City Schools
Beth Alberts, East Shore SERRC
Don Barnard, Mansfield City Schools

Issue #3

STATEMENT 00:	PROGRAMS NEED TO BE DEVELOPED FOR THOSE INDIVIDUALS WHO ARE UNSERVED IN A COMMUNITY.

STRATEGIES

1. A determination should be made of who are unserved in a community and why.
2. Information about BVR/BSVI services should be given to students and parents.
3. Follow-up services should be provided.
4. Alternatives for those students who do not qualify for BVR/BSVI services should be explored.

EFFECTS OF ACHIEVING EVENT

- More people would be served in appropriate facilities.

CONSEQUENCES OF NOT ACHIEVING EVENT

- More individuals would remain at home or eventually be placed in institutions.

PARTICIPANTS

Linda Cornn, Resident Home for Mentally Retarded of Hamilton County, Inc.
Carol Long, Cincinnati Public Schools
Ed Pine, Dayton City Schools
Alice Stadler, Parent

Issue #4

INTERAGENCY COOPERATION AND COORDINATION AND THEIR IMPACT ON DIRECT SERVICE PROVISION

- Event Statements
- Matrix
- Development of Activities Leading to Achievement of Event

Issue #4

INTERAGENCY COOPERATION AND COORDINATION AND THEIR IMPACT ON DIRECT SERVICE PROVISION

A likelihood-impact analysis was completed for each event statement. The following event statements were developed for Issue #4.

	Statement	Likelihood Rating	* Impact Rating
C	Education and Rehabilitation need to establish and maintain regular contact.	3.2	4.3
V	Personnel responsible for referral should be identified.	4.1	4.1
W	The rehabilitation counselor should be included in the IEP conference.	2.6	3.9
X	Systems need to clarify when rehabilitation services should be included in an educational program.	3.4	4.0
EE	The BVR/BSVI counselor should be used as a consultant to the school.	3.2	4.2
R	The BVR/BSVI counselor should be used as a consultant to the school.	3.6	3.8
J +	A liaison person should be identified who would contact employers about employment needs of the handicapped.	3.2	4.0
MM +	Rehabilitation needs to be able to efficiently identify the number of students who would benefit from BVR/BSVI's services.	3.3	3.5

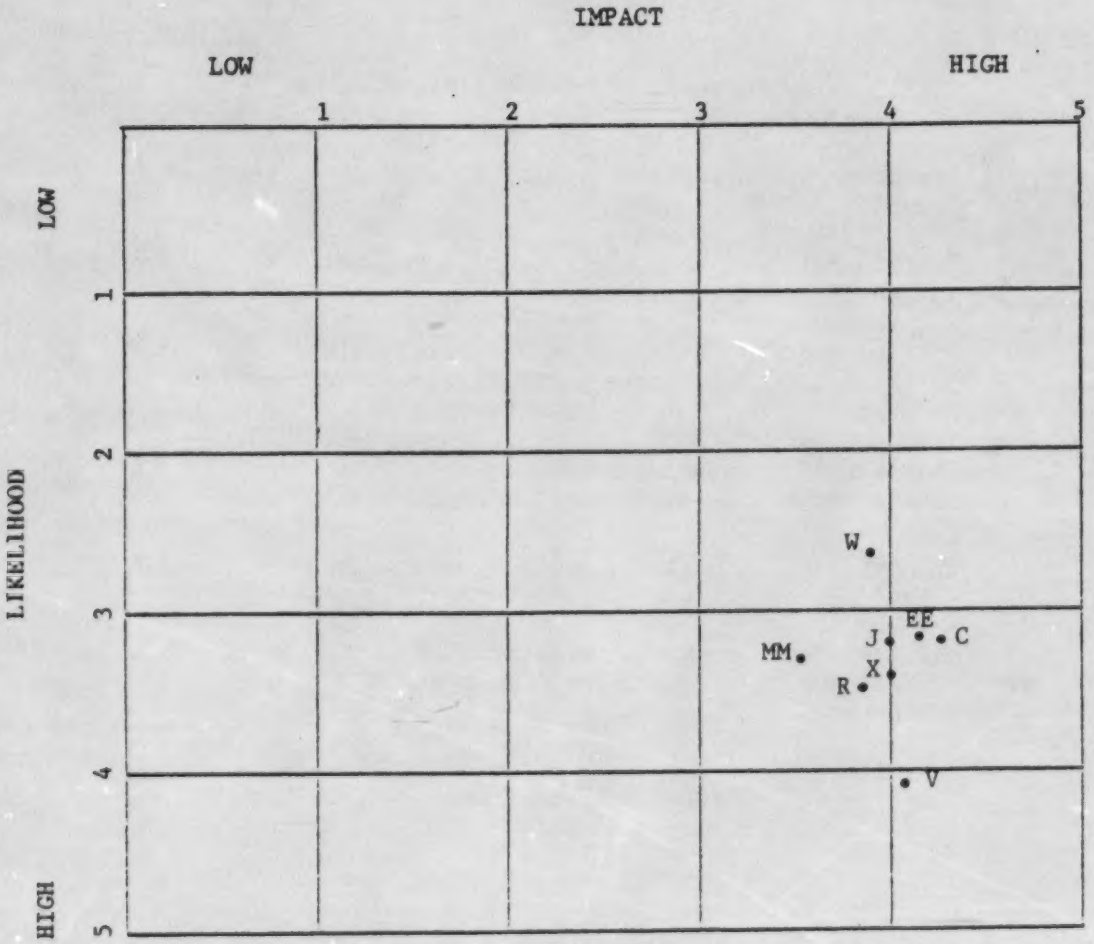
Regional Meetings

Columbus	A - M	Akron	V - II
Bowling Green	N - U	Middletown	JJ - RR

+ Due to time constraints these issues were not worked on by any group.
* The explanation of the likelihood-impact ratings can be found in the Introduction.

ISSUE #4: INTERAGENCY COOPERATION AND COORDINATION
AND THEIR IMPACT ON DIRECT SERVICE PROVISION

LIKELIHOOD-IMPACT MATRIX



- high impact events should receive high priority attention by planners.
- low impact events should receive low priority.
- likelihood scale provides information as to the feasibility of the event occurring.

Regional Meetings

Columbus	A - M	Akron	V - II
Bowling Green	N - U	Middletown	JJ - RR

Issue #4

INTERAGENCY COOPERATION AND COORDINATION AND THEIR IMPACT ON DIRECT SERVICE PROVISION

The Development of Activities

The following pages contain suggestions formulated by workshop participants. The participants felt that these activities were necessary to achieve the event statements.

Issue #4

STATEMENT C:	EDUCATION AND REHABILITATION NEED TO ESTABLISH AND MAINTAIN REGULAR CONTACT.

STRATEGIES

1. Communication needs to be developed between persons working with the student and parents (i.e., counselors, nurses, teachers, parents).

2. Referrals to BVR/BSVI should be made early, and on a quarterly basis, in order for the schools to focus on the skills which the student will need to benefit from the services available in the adult community.

3. Students should be assessed who are between 14 and 16 years old.

4. The possibility of using an itinerant evaluator should be explored.

EFFECTS OF ACHIEVING EVENT

- Students would benefit from having a realistic knowledge of their skills and aptitudes, as well as what they need to develop.

- Professional would have realistic information to share with counselors and parents.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Students would not have a knowledge of their skills and aptitudes.

- Professionals could not share realistic information with counselors and parents.

PARTICIPANTS

Serena Wilson, Columbus City Schools
Sue Taylor, Southeastern Ohio SERRC
John Medert, Bureau of Vocational Rehabilitation

Issue #4

STATEMENT C: EDUCATION AND REHABILITATION NEED TO ESTABLISH AND MAINTAIN REGULAR CONTACT.

STRATEGIES

1. A liaison person between the school system and a specific BVR/BSVI office needs to be identified.
2. Inservice training should be provided for teachers, BVR/BSVI counselors and vocational counselors.
3. A newsletter should be developed for use between agencies.
4. Rehabilitation personnel should speak to parent and teacher groups (i.e., PTA, OEA).

EFFECTS OF ACHIEVING EVENT

- More handicapped individuals would be served effectively.
- The generation of more referrals would increase federal funding and the ability to serve more clients.
- Accurate counts of the numbers of people to be served would be available.
- Specific needs would be identified.
- Students would have more realistic expectations with regard to vocational planning and opportunities.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Services would be duplicated.
- Services would not be available.
- The population who need services would not be identified.

PARTICIPANTS

Participants not listed.

Issue #4

STATEMENT V: PERSONNEL RESPONSIBLE FOR REFERRAL SHOULD BE IDENTIFIED.

STRATEGIES

1. The work-study coordinator, in consultation with the vocational education teacher, parents and supervisors, should initiate the referral to BVR/BSVI.

2. The appropriate time to access BVR/BSVI services should be determined.

EFFECTS OF ACHIEVING EVENT

- An appropriate placement would be made in time to move the student smoothly from school to BVR/BSVI.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Students and parents would be frustrated due to the lack of support after graduation.

PARTICIPANTS

Rebecca Burkhardt, Lorain County Board of Education
Marian Hall, Mayfield City Schools
Louise Lawler, Mayfield City Schools

C1

Issue #4

STATEMENT W:	THE REHABILITATION COUNSELOR SHOULD BE INCLUDED IN THE IEP CONFERENCE.

STRATEGIES

1. The BVR/BSVI counselor should be contacted prior to the IEP conference.

EFFECTS OF ACHIEVING EVENT

- A liaison would be established between Education and Rehabilitation.
- Appropriate placement could be made at the time of graduation.

CONSEQUENCES OF NOT ACHIEVING EVENT

- No liaison would be established.
- There would be a delay in finding an appropriate placement.

PARTICIPANTS

Participants not listed.

Issue #4

STATEMENT X:	SYSTEMS NEED TO CLARIFY WHEN REHABILITATION SERVICES SHOULD BE INCLUDED IN AN EDUCATIONAL PROGRAM.

STRATEGIES

1. Consultation from BVR/BSVI, without an actual referral, should be requested at the end of the 10th grade, thereby allowing enough time for a complete assessment of the student's program needs.

2. Consultation with BVR/BSVI should be held prior to scheduling for the senior year, preferably in March.

3. Referral to BVR/BSVI should be made at least six months prior to the end of the senior year, or six months prior to the start of an on-the-job training program, thereby allowing time for the eligibility process.

EFFECTS OF ACHIEVING EVENT

- Coordination of the referral process and cooperative planning would be established in order to reach a feasible goal of employability for the student.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Services would be duplicated and time lost.

PARTICIPANTS

Don Finzer, Bureau of Services for the Visually Impaired
Susan Devine, Trumbull County Board of Education
Jim Casner, Canton City Schools
Maureen Bostwick, Beachwood City Schools

Issue #4

STATEMENT EE: THE BVR/BSVI COUNSELOR SHOULD BE USED AS A CONSULTANT IN THE SCHOOL.

STRATEGIES

1. Coordination of services should begin with orientation meetings for BVR/BSVI personnel, educators and parents to discuss role responsibility and working relationships.

2. Parent training programs should be provided in conjunction with BVR/BSVI and the school.

3. BVR/BSVI should be involved in program/curriculum design for the entire school age continuum.

4. A joint lending library should be developed for BVR/BSVI and the schools.

EFFECTS OF ACHIEVING EVENT

- The student would have a specific, individualized program which would include the consideration of all possible vocational alternatives.

- The student would receive reinforcement, further skill practice, and training at home.

- Specific needs/goals would be assessed and achieved at an earlier age.

- Information would be easier to access.

- Cooperative goal attainment would be facilitated.

CONSEQUENCES OF NOT ACHIEVING EVENT

- The student would not be afforded the least restrictive alternative.

- Systems would duplicate services and perpetuate conflict.

PARTICIPANTS

Bo Young, Kent City Schools
Mr. & Mrs. Ken Daily, Parents
Marianna Prichard, Bureau of Vocational Rehabilitation
Ann Addy, Apple Creek Developmental Center

Issue #4

STATEMENT R: THE BVR/BSVI COUNSELOR SHOULD BE USED AS A CONSULTANT TO THE SCHOOL.

STRATEGIES

1. School personnel should be made aware of BVR/BSVI services by providing inservice training for them.
2. Lead teachers and liaison counselors should keep in frequent contact with one another.
3. The BVR/BSVI counselor should be used as a consultant in staffings with special education supervisors, lead teachers and parents.
4. Counselors should be involved early in the school program.
5. The counselor should be present at the IEP Conference.

EFFECTS OF ACHIEVING EVENT

- BVR/BSVI counselors would be involved with the student earlier in his program.
- An effective dialogue between support personnel, the school and the rehabilitation counselor would occur.
- By using the BVR/BSVI counselor as a consultant, more realistic job choices could be made by the student.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Students would make unrealistic vocational choices or would be unable to make any choices.
- Students would be lost in the "System".
- Students would become discouraged and would have to turn to public assistance for support.
- Students would develop a negative attitude about themselves.

PARTICIPANTS

Terry Easterwood, Toledo City Schools
Jenny Vogtsberger, Bureau of Vocational Rehabilitation
Sharon Talarico, Bureau of Vocational Rehabilitation

Section III

REGIONAL MEETINGS

- Columbus
- Bowling Green
- Akron
- Middletown

This section contains a listing of events generated by participants at each regional meeting as well as the results of the likelihood-impact analysis and list of participants.

COLUMBUS REGIONAL MEETING

This portion contains the event statements generated at the Columbus Regional Meeting, the likelihood-impact analysis of those statements and the list of participants.

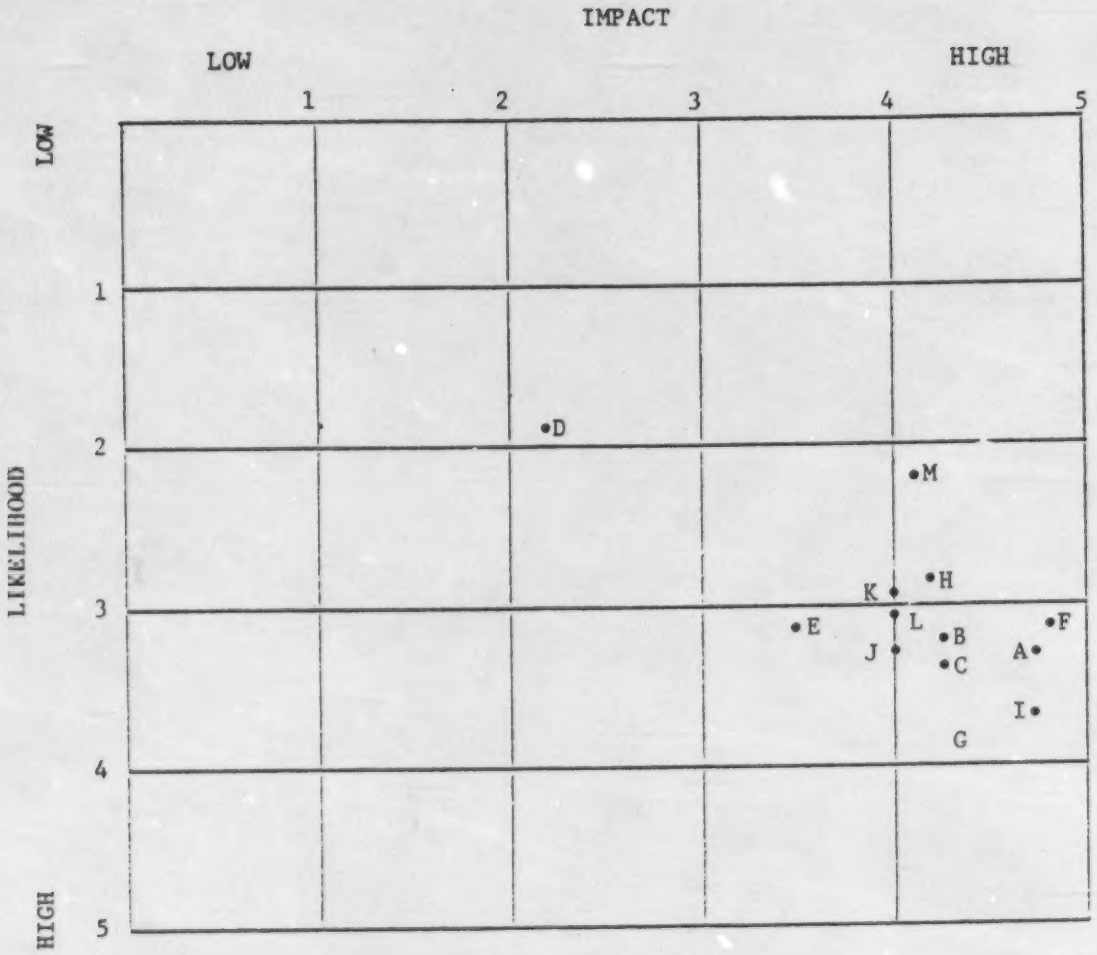
COLUMBUS REGIONAL MEETING

	Statement	Likelihood Rating	* Impact Rating
A	During school, educators, parents and students should be provided with information on how to access the rehabilitation system and on how to prevent the duplication of services.	3.3	4.7
B	Functional skills should be emphasized during assessment and training.	3.2	4.3
C	Education and Rehabilitation need to establish and maintain regular contact.	3.2	4.3
D	BVR/BSVI needs to lower the age of acceptance.	1.9	2.4
E	Training should be provided for rehabilitation counselors in order to give them more knowledge of the needs of severely handicapped students.	3.2	3.6
F	Educators and rehabilitation personnel should have a knowledge of possible jobs in a community and their entry level skills.	3.2	4.4
G	Personnel need a knowledge of resources and training available in schools.	3.6	4.4
H	Teachers should be aware of their role and responsibility as a member of a multi-disciplinary team to insure a student's movement through the educational and vocational continuum.	2.7	4.2
I	Work evaluation should be introduced earlier into the educational continuum.	3.5	4.7
J	A liaison person should be identified who would contact employers about the employment needs of the handicapped.	3.2	4.0
K	Pre-service teacher training should emphasize the need for pre-vocational/vocational training of severely handicapped students as opposed to academic training.	2.9	4.0
L	Education and Rehabilitation must jointly establish and encourage the development of community resources.	3.1	4.0
M	A transportation system needs to be developed for severely disabled individuals in a community.	2.2	4.2

* Explained in Introduction.

COLUMBUS REGIONAL MEETING

LIKELIHOOD-IMPACT MATRIX



- high impact events should receive high priority attention by planners.
- low impact events should receive low priority.
- likelihood scale provides information as to the feasibility of the event occurring.

LIST OF PARTICIPANTS

Columbus Regional Meeting

Wednesday, May 6, 1981

Public Schools

Franklin

Bess, Hilda, Special Education Supervisor
Columbus City Schools
Neil Avenue Center
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Boley, Cheryl, Consultant
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Neil Avenue Center
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Finch, Linda, Counselor
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Columbus, Ohio 43224

Kirkland, Margaret, Supervisor
Columbus City Schools
Neil Avenue Center
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Columbus, Ohio 43202

Krajec, Cynthia, Teacher of Hearing Impaired
Columbus City Schools
5175 East Refugee Road
Columbus, Ohio 43227

Purslow, Leslie, Teacher of Visually Impaired
Columbus City Schools
Neil Avenue Center
2571 Neil Avenue
Columbus, Ohio 43202

Wager, Charles E., Work Study Coordinator
Columbus City Schools
Neil Avenue Center
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Columbus, Ohio 43202

White, Ora, Counselor
Columbus City Schools
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Columbus, Ohio 43224

Wilson, Serena, Consultant
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Columbus, Ohio 43202

Knox

Mondell, Kathy, Work Study Coordinator
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Muskingum

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Garland, Mary M., Counselor Manager
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Hoffman, Sue, Counselor
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Jones, William F., Rehabilitation Supervisor
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Kohn, Janet, Job Placement Specialist
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Morgan, John, Counselor Manager
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Bureau of Vocational Rehabilitation (continued)

Richardson, Cindy, Counselor Manager
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Ross, Ken, Assistant Area Supervisor
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State Institution

Bantum, Rebecca, Life Skills Project Coordinator
Training Center for Youth
2280 West Broad Street
Columbus, Ohio 43204

Bureau of Services for the Visually Impaired

Babb, Jim, Area Supervisor
BSVI, 5
421 Main Street, Room 300
Zanesville, Ohio 43701

McPherson, James M., Rehabilitation Supervisor
BSVI, 5
421 Main Street, Room 300
Zanesville, Ohio 43701

Developmental Centers

Powell, Elmer, Special Education Teacher
Springview Developmental Center
3130 East Main Street
Springfield, Ohio 45505

Smith, Patricia, Speech/Language Pathologist
Orient Developmental Center
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Orient, Ohio 43146

Valente, Cynthia, Special Education Teacher
Springview Developmental Center
3130 East Main Street
Springfield, Ohio 45505

Residential

Bishel, Mary Ann, Instructor
Ohio State School for the Blind
5220 North High Street
Columbus, Ohio 43214

Other State, Federal and Local Agencies

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SERRC Centers (continued)

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Snyder, Robert, EAP Coordinator
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Taylor, Susan, LI Supervisor
Southeastern Ohio SERRC
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Athens, Ohio 45701

BOWLING GREEN REGIONAL MEETING

This portion contains the event statements generated at the Bowling Green Regional Meeting, the likelihood-impact analysis of those statements and the list of participants.

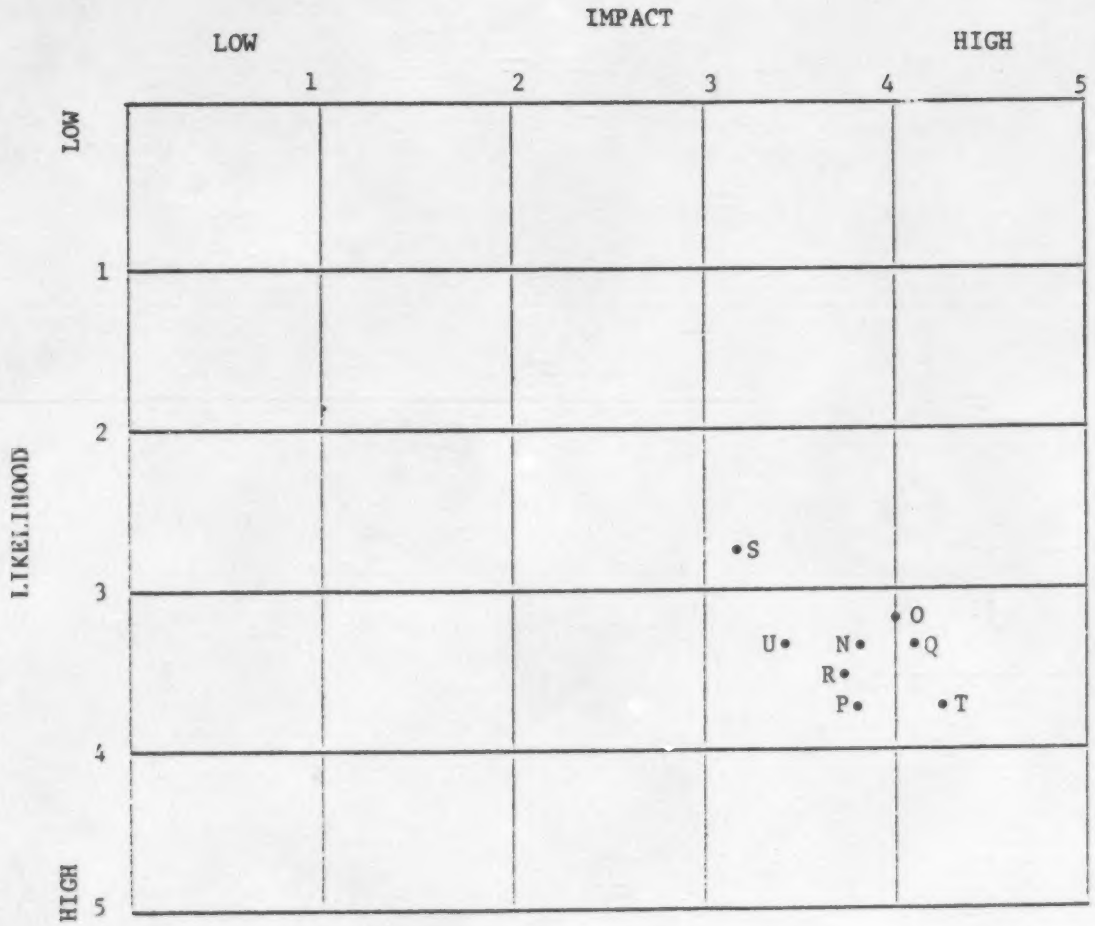
BOWLING GREEN REGIONAL MEETING

	Statement	Likelihood Rating	* Impact Rating
N	Training should be provided for parents, educators and rehabilitation counselors in order to increase their awareness of the employment potential of severely handicapped students.	3.4	3.9
O	Schools need to provide pre-vocational training programs.	3.2	4.0
P	Information should be provided to parents, educators and rehabilitation counselors about the services available for severely handicapped students.	3.8	3.9
Q	Vocational training programs need to be provided within the school for severely handicapped students.	3.3	4.1
R	The BVR/BSVI counselor should be used as a consultant to the school.	3.6	3.8
S	Parents and students should be educated about the desirability of work vs. public assistance.	2.7	3.3
T	Development of the work personality should be stressed before the introduction of career education.	3.5	4.3
U	A community resources awareness course should be offered to severely handicapped students during freshman and senior years.	3.4	3.5

* Explained in Introduction.

BOWLING GREEN REGIONAL MEETING

LIKELIHOOD-IMPACT MATRIX



- high impact events should receive high priority attention by planners.
- low impact events should receive low priority.
- likelihood scale provides information as to the feasibility of the event occurring.

LIST OF PARTICIPANTS

Bowling Green Regional Meeting

Thursday, May 14, 1981

Public Schools

Erie

Myers, Julie K.S., Work Study Coordinator
Erie County Board of Education
2902 Columbus Avenue
Sandusky, Ohio 44857

Roche, Michael A., Work Study Coordinator
Erie County Board of Education
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Sandusky, Ohio 44870

Lucas

Carson, Robert, Executive Director of Pupil Services
Toledo City Schools
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Toledo, Ohio 43608

Christman, Ann, Educational Aide/Instructor
Toledo City Schools
DeVilbiss High School
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Toledo, Ohio 43613

DiJohn, Gail, Special Education Teacher
Toledo City Schools
DeVilbiss High School
3301 Upton Avenue
Toledo, Ohio 43613

Easterwood, Terrence, Special Education Teacher - HI
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DeVilbiss High School
3301 Upton Avenue
Toledo, Ohio 43613

Giannetti, Joe, Coordinator of Special Needs
Toledo City Schools
Jefferson Center
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Toledo, Ohio 43624

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Maumee City Schools
Gateway Middle School - Special Services
900 Gibbs Street
Maumee, Ohio 43357

Ottawa

Hill, Rhonda M., Counselor
Port Clinton City Schools
431 Portage Drive
Port Clinton, Ohio 43452

Wood

Cote', Marianne, LI Coordinator
Wood County Board of Education
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Bowling Green, Ohio 43402

Stucky, Tom, Supervisor of Special Education
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Wene, Jennifer, Work Study Coordinator
Wood County Board of Education
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Bureau of Vocational Rehabilitation

Etue, Tim
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Perrysburg, Ohio 43551

Vogtsberger, Jenny, Counselor
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Toledo, Ohio 43614

Rehabilitation Facility

Beattie, Patricia M., Advocate Coordinator
Toledo Society for the Handicapped
5605 Monroe Street
Sylvania, Ohio 43560

Kahler, Terry, Social Worker
Toledo Society for the Handicapped
5605 Monroe Street
Sylanvia, Ohio 43560

McCappin, George, Project with Industry Program Supervisor
Goodwill Industries of Toledo
525 Cherry Street
Toledo, Ohio 43604

Obee, Victoria, Rehabilitation Counselor
The Sight Center
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Toledo, Ohio 43624

County Board of MR/DD

Haig, Deb, Career Education Instructor
Woodlane School
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Bowling Green, Ohio 43402

Lianez, Tom, Pre-Vocational Instructor
Hope School
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McClure, Ohio 43534

Ward, Judi, Pre-Vocational Instructor
Wood Lane School
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Bowling Green, Ohio 43402

University

Fingerhuth, Lisa, Graduate Student, Special Education
Bowling Green State University
251 South Prospect Street, Apt. B
Bowling Green, Ohio 43402

AKRON REGIONAL MEETING

This portion contains the event statements generated at the Akron Regional Meeting, the likelihood-impact analysis of those statements and the list of participants.

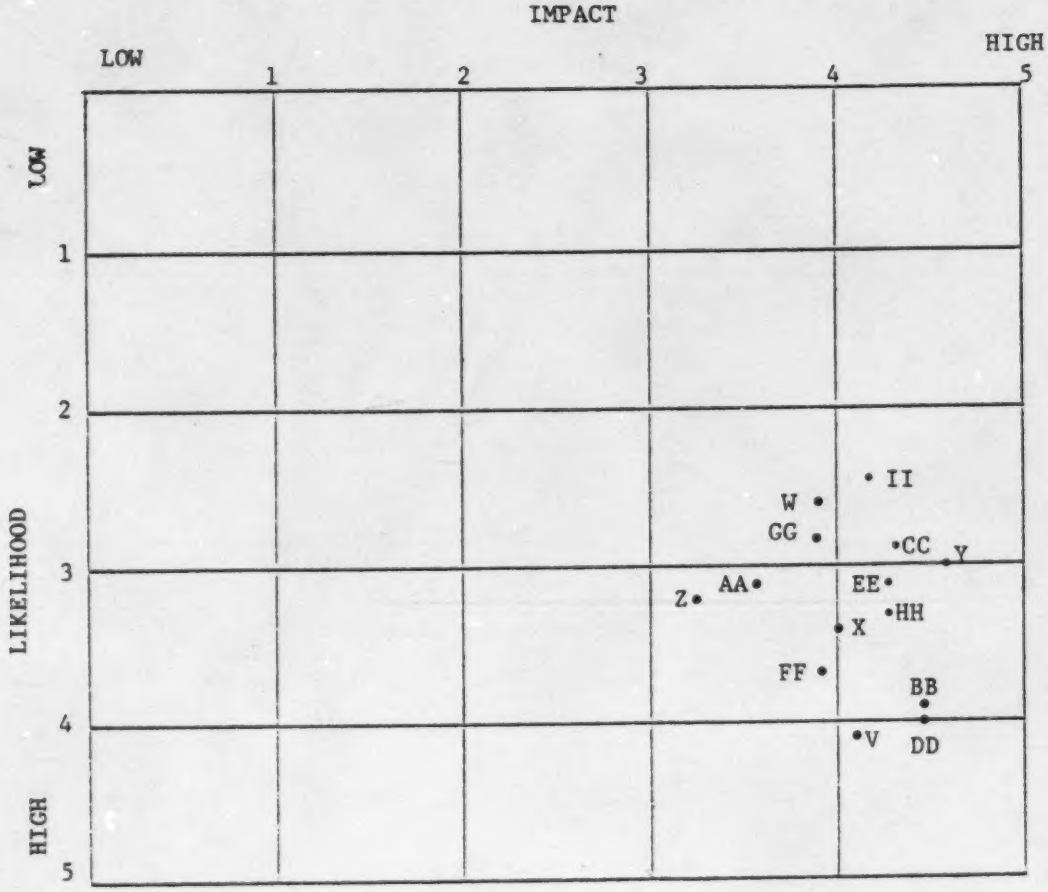
Results of Likelihood-Impact Analysis

	Statement	Likelihood Rating	* Impact Rating
V	Personnel responsible for referral should be identified.	4.1	4.1
W	The rehabilitation counselor should be included in the IEP conference.	2.6	3.9
X	Systems need to clarify when rehabilitation services should be included in an educational program.	3.4	4.0
Y	Vocational programming needs to be coordinated between Special Education and Rehabilitation.	3.0	4.5
Z	Rehabilitation Services Commission's responsibility toward the identification, evaluation and assessment of clients eligible for 169 Adult Services needs to be defined.	3.2	3.3
AA	Severely handicapped students should be included in regular education settings (not in separate facilities).	3.1	3.7
BB	School evaluation and assessment information that can be utilized by BVR/BSVI should be identified.	3.9	4.4
CC	The schools should utilize the Rehabilitation Services Commission in the development of community resources for training and on-site assessment while the student is in school.	2.9	4.3
DD	Inservice training and communication should be developed between special educators and rehabilitation personnel.	4.0	4.4
EE	The BVR/BSVI counselor should be used as a consultant to the school.	3.2	4.2
FF	Career education materials should be used in the development of a work personality.	3.5	3.9
GG	The schools should utilize vocational evaluation services that exist in community-based rehabilitation facilities in order to avoid duplication of services.	2.8	3.9
HH	Rehabilitation personnel need to identify skills that students lack when they enter rehabilitation in order for special education to focus on them during educational programming.	3.2	4.2
II	Programs need to be developed for those individuals who are unserved in a community.	2.5	4.2

* Explained in Introduction

AKRON REGIONAL MEETING

LIKELIHOOD-IMPACT MATRIX



- high impact events should receive high priority attention by planners.
- low impact events should receive low priority.
- likelihood scale provides information as to the amount of resources needed to make event occur.

LIST OF PARTICIPANTS

Akron Regional Meeting

Tuesday, May 19, 1981

Public Schools

Cuyahoga

Bostwick, Maureen, Special Education Teacher
Beachwood City Schools
Beachwood High School
25100 Fairmount Boulevard
Beachwood, Ohio 44122

Bubnick, Janice, Work Study Consultant
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Vocational Opportunity Center
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Dasher, James P., Special Education Teacher
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Mayfield Village, Ohio 44143

Hall, Marian, Vocational Liaison
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Mayfield Village, Ohio 44143

Killea, Linda, LD Teacher
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Mayfield Village, Ohio 44143

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Mayfield High School
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Lorain

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Oberlin, Ohio 44074

Mahoning

Crann, Arthur, Auxiliary Services
Youngstown City Schools
1025 North Rayen Avenue
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Drumheiser, Sid, LI Work Study Coordinator
Youngstown City Schools
Administration Annex
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Portage

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Portage County Board of Education
214 West Riddle Avenue
Ravenna, Ohio 44266

Young, Bo, LI Work Study Coordinator
Kent City Schools
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Kent, Ohio 44240

Richland

Barnard, Donald, Special Education Teacher
Mansfield City Schools
145 West Park Boulevard
Mansfield, Ohio 44906

Hatch, Lee, Work Study Coordinator
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Mansfield, Ohio 44906

Stark

Casner, Jim, LI - Special Education Teacher
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Trumbull

Devine, Susan, LI Work Study Coordinator
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Santoro, Eugene, Supervisor - VI/OH
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Warren, Ohio 44482

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McCrory, Joan, Parent
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Akron, Ohio 44311

Rettig, Eva, Parent
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Kent, Ohio 44240

Bureau of Vocational Rehabilitation

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Chardon, Ohio 44024

Henderson, Laverne, Vocational Rehabilitation Counselor
BVR
Cleveland Metro Office
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Prichard, Marianna, Counselor Manager
BVR
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Reis, Herbert, Assistant Area Supervisor
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Stark County Board of MR/DD
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Summit County Board of MR/DD
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Mechlin, Nadine, Social Worker
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Developmental Centers (continued)

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BSVI
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Youngstown, Ohio 44505

Rogers, James R., Rehabilitation Supervisor
BSVI - Area 6
400 Citizens Savings Building
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Canton, Ohio 44702

Sankey, Kennett, Area Supervisor
BSVI - Area 6
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Canton, Ohio 44702

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Wurthmann, Hal, Consultant
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SERRC Centers

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Rubinic, Paul, Director
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Akron, Ohio 44301

Stephens, Katy, O.T.
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Whittaker, Jerry, LI Consultant
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818 Boulevard
Dover, Ohio 44622

Other

Stacho, Bill
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MIDDLETOWN REGIONAL MEETING

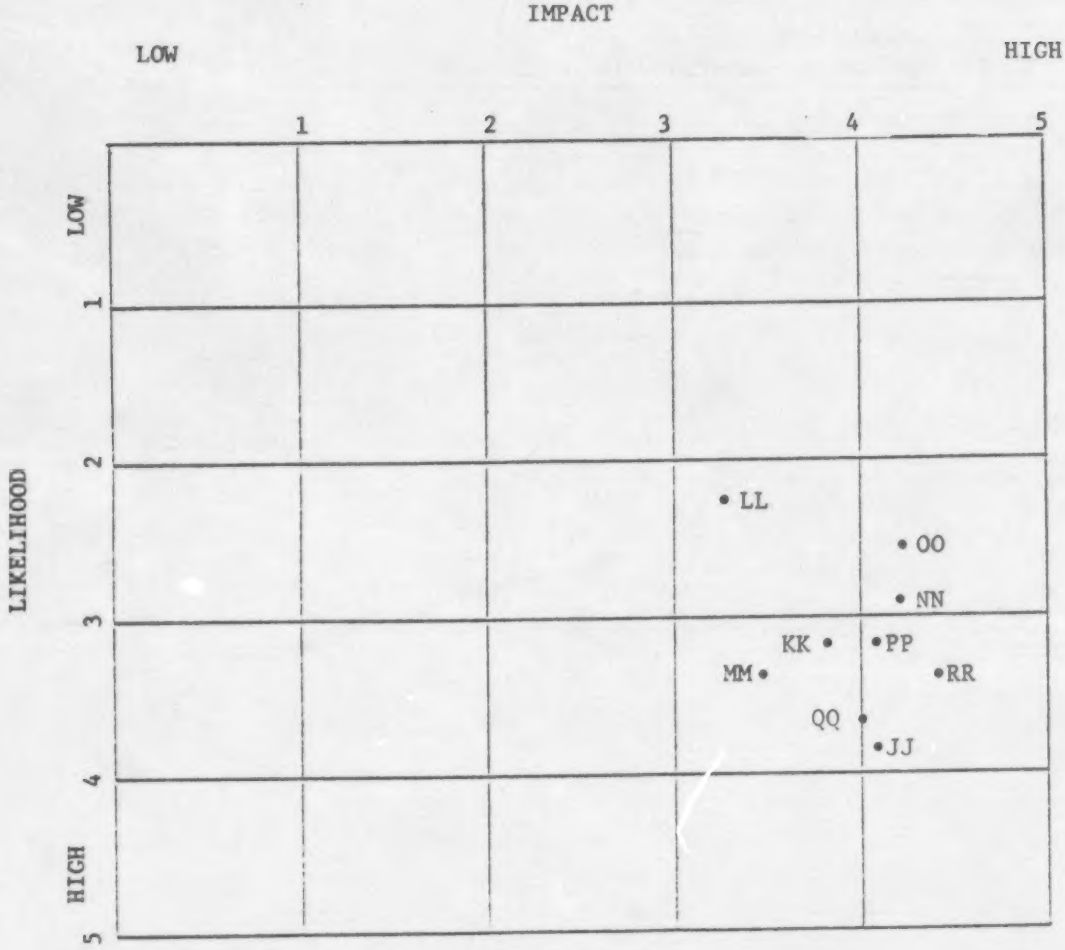
This portion contains the event statements generated at the Middletown Regional Meeting, the likelihood-impact analysis of those statement and the list of participants.

MIDDLETOWN REGIONAL MEETING

	Statement	Likelihood Rating	* Impact Rating
JJ	Specific information should be available to educators and parents on how to access services from BVR/BSVI.	3.9	4.1
KK	Rehabilitation Services Commission's eligibility requirements should be clarified.	3.2	3.9
LL	"Turfdom" needs to be decreased between and among systems.	2.3	3.3
MM	Rehabilitation needs to be able to efficiently identify the number of students who would benefit from BVR/BSVI's services.	3.3	3.5
NN	Appropriate vocational programming needs to be developed for severely handicapped students under age 16.	2.9	4.2
OO	Programs need to be developed for those individuals who are unserved in a community.	2.6	4.2
PP	Local systems need to develop a commitment to cooperate.	3.1	4.1
QQ	Information should be provided to parents, students and teachers on service providers in the community, including cost of services to the client.	3.8	4.0
RR	Pre-vocational training needs to be provided prior to beginning rehabilitation services.	3.4	4.5

* Explained in Introduction.

LIKELIHOOD-IMPACT MATRIX



- high impact events should receive high priority attention by planners.
- low impact events should receive low priority.
- likelihood scale provides information as to the feasibility of the event occurring.

LIST OF PARTICIPANTS

Middletown Regional Meeting

Thursday, May 21, 1981

Public Schools

Butler

Perkins, Margaret, Head Teacher
Middletown City Schools
Doty House
3103 Milton Road
Middletown, Ohio 45042

Clark

Mader, Judith C., LI Supervisor
Springfield City Schools
49 East College Avenue
Springfield, Ohio 45501

Quinn, Gerald, Psychologist
Clark County Board of Education
1115 North Limestone Street
Springfield, Ohio 45504

Ripley, Martha, Work Study Coordinator
Clark County Board of Education
1115 North Limestone Street
Springfield, Ohio 45504

Clermont

Vehr, Roy K., Director of Special Education Programs
Clermont County Board of Education
600 Floral
Terrace Park, Ohio 45174

Hamilton

Albright, Sharyn, Assistant Supervisor - HI
Cincinnati Public Schools
230 East 9th Street
Cincinnati, Ohio 45202

Allison, Cheri Ann, Special Education Teacher - HI
Cincinnati Public Schools
7001 Reading Road
Cincinnati, Ohio 45237

Bowling, Doyle, Sub Contract Developer
WATCH
Cincinnati Public Schools
2423 Eastern Avenue
Cincinnati, Ohio 45202

Buffington, Betty, Supervisor
Cincinnati Public Schools
230 East 9th Street
Cincinnati, Ohio 45202

Dattile, Jim, Head Work Study Coordinator
Hamilton County Board of Education
11083 Hamilton Avenue
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Long, Carol, Teacher - HI
Cincinnati Public Schools
3551 Madison Park Avenue
Cincinnati, Ohio 45209

Hamilton (continued)

Spahn, Lois
Cincinnati Public Schools
230 East 9th Street
Cincinnati, Ohio 45202

White, Dorothy, Work Study Coordinator
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Woodward High School
7001 Redding Road
Cincinnati, Ohio 45237

Wilder, Gwen, Audiologist
Cincinnati Public Schools
230 East 9th Street
Cincinnati, Ohio 45202

Montgomery

Bergh, Juanita, O.T.
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Kettering, Ohio 45429

Deeter, James, Pupil Personnel Supervisor
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Clayton, Ohio 45315

Pine, Edward, Placement Coordinator
Dayton City Schools
503 Edison Street
Dayton, Ohio 45407

Smith, Corinne, Special Education Teacher
Kettering City Schools
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Kettering, Ohio 45429

Yeager, Priscilla B., Special Education Work Study Coordinator
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Centerville, Ohio 45459

Bureau of Services for the Visually Impaired

Ackerman, Judy, Counselor
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617 Vine Street, Suite 905
Cincinnati, Ohio 45202

Krammer, Ken, Area Supervisor
BSVI
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Cincinnati, Ohio 45202

Tagye, James E., Counselor
BSVI
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Dayton, Ohio 45402

Parents

Stadler, Alice, Parent
511 Laramie Trail
Cincinnati, Ohio 45215

Bureau of Vocational Rehabilitation

Giglio, Evaristo, Area Supervisor
BVR - 1
7110 Pippin Road
Cincinnati, Ohio 45239

Igney, Mike, Assistant Area Supervisor
BVR - 1
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Cincinnati, Ohio 45239

Stockman, Paul, Rehabilitation Supervisor
BVR
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Cincinnati, Ohio 45230

County Board of MR/DD

Hurr, Christina, Habilitation Coordinator
Butler County Board of MR/DD
282 North Fair Avenue
Hamilton, Ohio 45011

Nathe, L., Director of Vocational JVS
Butler County Board of MR/DD
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Developmental Centers

Kunzler, William G., Director of Education
Dayton Mental Health and Developmental Center
2611 Wayne Avenue
Dayton, Ohio 45420

Residential

Albert, Debbie, Rehabilitation Teacher
Clovernook Home & School for the Blind
7000 Hamilton Avenue
Cincinnati, Ohio 45231

Corun, Linda, Special Education Teacher
Resident Home for Mentally Retarded of Hamilton County Inc.
3030 West Fork Road
Cincinnati, Ohio 45211

Covert, Judy, Special Education Teacher
Clovernook Home & School for the Blind
7000 Hamilton Avenue
Cincinnati, Ohio 45231

Other State, Federal & Local Agencies

Schurger, Anne C., Assistant Director
Children's Diagnostic Center, Inc.
801 High Street
Hamilton, Ohio 45011

SERRC Centers

Bentley, Barrie, Work Study Coordinator
Miami Valley SERRC
1150 Beatrice Drive
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Davis, Carol, Case Manager
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415 Herman Street
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Heaton, Dan, Program Supervisor - 04
Miami Valley SERRC
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Dayton, Ohio 45404

Rahamin, Bob, Assistant Coordinator
Miami Valley SERRC
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Dayton, Ohio 45404

Private/Rehabilitation Facility

Kreutz, William J., Employment Specialist
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2045 Gilbert Avenue
Cincinnati, Ohio 45243

University

Etienne, Jerald F., Associate Professor
University of Cincinnati
Department of Special Education
339 Teacher's College
Cincinnati, Ohio 45221

APPENDIX

PARTICIPANT CHARACTERISTICS

155 Participants at the Four Regional Meetings:

- 23 Special Education Teachers
- 52 Administrators
- 5 Parents
- 3 University Personnel
- 71 Support Personnel
- 1 Aides

Agencies Representated at the Four Regional Meetings:

- 26 LEA's
- 6 State Institutions
- 6 County Programs for the Mentally Retarded/ Developmentally Disabled
- 3 Universities
- 20 Other State, Federal and Local Agencies
- 8 Rehabilitation Facilities
- 5 Joint Vocational School Districts